

Board Meeting

Date of Meeting	Monday 27 February 2017
Paper Title	Update on Development of Draft 2017/18 Regional Outcome Agreement
Agenda Item	8
Paper Number	BM4-D
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion

1. Purpose of Report

- 1.1** To provide an overview of progress to date in the development of a new Regional Outcome Agreement (ROA) which is being negotiated between the Scottish Funding Council and GCRB and in collaboration with the assigned colleges.

2. Recommendations

- 2.1** The Board is asked to:

- **note** the progress to draft a new ROA for 2017-18;
- **consider** and **provide feedback** on the draft 2017-18 ROA and related Equality Impact Assessment attached as annexes to this report;
- **note** that a number of supporting plans are also required by the SFC in addition to the ROA, and that the GCRB Executive Director is currently working with assigned college managers to ensure these are provided to GCRB for review; and
- **note** that the SFC deadline for submission of final ROA is 31 March 2017 and that, following the SFC announcement of funding, the GCRB Executive Director is working with the assigned colleges to develop an updated ROA and associated funding allocations for consideration by both the GCRB Performance and Resources Committee and the assigned college boards, prior to final consideration by the GCRB Board.

3. Draft 2017-18 Regional Outcome Agreement

- 3.1** The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The regional outcome agreement is a key element in meeting these responsibilities

and a draft ROA for 2017-18 is attached as Annex A for members' consideration and comment.

3.2 The ROA is structured into four main sections:

- a) an introduction which includes a summary of the key imperatives for skills training providers highlighted within the most recent Regional Skills Assessment for Glasgow, based on a review of socio-economic evidence and forecasts;
- b) an outcome section providing a summary of key national performance measures and related regional operational actions across the outcome areas of Delivering the right learning in the right place, Widening access, Delivering high quality and efficient learning, and Developing the workforce;
- c) A regional context statement based on the 2016 Glasgow Regional Skills Assessment (RSA) and the 2016-2023 Glasgow City Economic strategy; and
- d) A supporting narrative section which provides further detail on regional aspirations and addresses the range of aspects required within the SFC ROA guidance.

3.3 In terms of reviewing this initial draft ROA, members should note that:

- at the time of writing, regional Credit and funding allocations for 2017-18 had not been announced and therefore the Credit based volume targets within the ROA will require to be reset now that the actual overall regional target is known and an updated draft of the ROA will be presented to members at a future meeting of the GCRB Performance and Resources committee for further consideration and recommendation to the Board;
- whilst SFC have sought an indication of ROA targets over the three-year period 2017-18 to 2019-20, as approximately 5% of current regional activity is provided through additional European Social Funding (ESF), and there is a risk that no additional ESF funding may be provided from 2018/19 onwards, in relation to setting targets related to curriculum volumes, the ROA therefore focusses solely on commitments for 2017-18;
- in line with prior GCRB Committee and Board discussions, targets have mainly only been set for those SFC measures marked at national priority measures; and
- a number of the operational actions set out within each outcome are carried over from the 2016-17 to allow prior commitments to be met or continued.

3.4 This draft ROA has been developed in consultation with the three assigned colleges, including student and staff representatives, and regional partners including local authority education services and Skills Development Scotland. It has also been shared with SFC outcome agreement managers with only minor amendments requested.

3.5 As the draft 2017-18 ROA curriculum plan suggests minimal change in individual college volumes or activity within price groups, this would suggest that college level funding is unlikely to be substantially altered for 2017-18. However, further work on funding will be undertaken following the SFC announcement of a regional allocation and presented to the next meetings of the GCRB Performance and Resources Committee and Board.

3.6 Members should note that a number of supporting plans are also required by the SFC in addition to the high level regional overview and outcomes, including development plans for

quality enhancement, access and inclusion strategies, and gender action plans. The GCRB Executive Director is currently working with assigned college managers to ensure these are provided by the assigned colleges to GCRB for review by Board members.

3.7 An Equality Impact Assessment of the commitments made within the Draft ROA has been drafted and is provided as Annex B.

3.8 In addition to the ROA development work, members are aware that GCRB and the regional colleges are undertaking a process to develop a regional strategic plan for college education and the final ROA will sit within a set of longer term regional college strategic goals, and additional related performance measures and commitments.

4. Next Steps

4.1 The SFC deadline for submission of final ROA is 31 March 2017. Following the SFC announcement of indicative activity levels and funding for 2017-18, the GCRB Executive Director is working with the assigned colleges to develop an updated ROA and associated funding allocations for consideration by both the GCRB Performance and Resources Committee and the assigned college boards, prior to final consideration by the GCRB Board.

5. Risk Analysis

5.1 Since the ROA represent to a significant extent, GCRB's strategic aspirations, the main risks are those contained in GCRB's risk register.

6. Financial Implications

6.1 The regional funding model seeks to support funding decisions based on evidence, and which are transparent, respond to regional curriculum needs, respect and value assigned college contributions, and support continued financial sustainability.

7. Legal Implications

7.1 No legal implications are identified.

8. Regional Outcome Agreement Implications

8.1 This paper addresses development of the next Regional Outcome Agreement.



2017-18 Glasgow Regional Outcome Agreement



Contents

Chair’s foreword	3
1. Introduction to the Glasgow Region 2017-18 Regional Outcome Agreement	4
2. Priority outcomes and impacts for 2017-18	5
Outcome 1: Delivering the right learning in the right place	6
Outcome 2: Widening access.....	7
Outcome 3: Delivering high quality and efficient learning	8
Outcome 4: Developing the workforce.....	9
Annex A: Regional Context Statement.....	10
Annex B: Supporting Narrative	13
1. Economic Sector Volume Plans.....	13
2. Meeting the needs of young people with care experience	15
3. Meeting the needs of English for Speakers of Other Languages learners.....	16
4. Meeting the needs of disabled learners	16
5. Developing the Young Workforce (DYW), Senior Phase Vocational Pathways and Foundation Apprenticeships.....	17
Foundation Apprenticeships.....	19
6. Gender and equalities.....	20
7. STEM	21
8. Work Experience	21
9. Employer Engagement.....	22
10. Gaelic language ambitions and current provision	22

Chair's foreword

DRAFT

Margaret Cook, GCRB Chair

1. Introduction to the Glasgow Region 2017-18 Regional Outcome Agreement

The development of this ROA has been informed by a wide range of information related to stakeholder and employer needs. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

Integral to the development of this ROA, alongside extensive consultation with the three assigned colleges, has been specific consultation on curriculum planning proposals with stakeholders including representatives from Scottish Funding Council, Skills Development Scotland, student associations, staff trades unions, and local authorities. This is in addition to other regional consultation activity related to both the development of a regional strategy for college education and consultation undertaken as part of participation in the Glasgow City Council Commission on College and Lifelong Learning.

Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's new economic strategy for 2016-2023 (Annex A: Regional Context Statement, provides a summary of key points from these two documents).

The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED). A summary of the most recent Glasgow Region RSA is provided in Annex A and the full RSA and associated data sets can be accessed at: <http://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships-regional-skills-assessments->

The 2016 Glasgow RSA highlights a set of key imperatives for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- **Meets the needs of employers.** We should ensure that the volume and content of delivery is appropriately matched to employment demand, particularly in sectors and occupations in the regional economy where replacement demand is strong, including business services and financial and professional services, retail, social care/child care and tourism. It is also important that we provide skills training which meets the region's infrastructure needs and

this will require adequate construction, engineering and professional skills given anticipated levels of demand arising from City Deal and other capital investment. Tackling gender imbalances in learner programme choice within should be part of meeting these needs.

- **Widens access and increases the pool of labour.** Economic activity levels have risen, however there remain more than 1 in 10 residents with no qualifications in the region, and deprivation levels have remained at a similar proportion of the Scotland total. Skills shortages are reported by employers, and more regional residents need to be helped to take up employment opportunities where they exist.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations – and so progression to upper skills levels needs to be engendered and facilitated. The region’s colleges need to increase the supply of well qualified learners to ensure the higher level skilled base required for businesses to move up the value chain and improve productivity and competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy and there will need to be strong skills supply to sustain this transition.
- **Provides more flexible provision.** Non-permanent employment is a feature of the regional economy and more of the future jobs are expected to be part-time. Non-traditional employment also means less conventional career paths, and movement between sectors. Skills provision must be equally flexible, with work-based learning a feature of a more demand led approach to meeting the needs of employers.

This ROA set out how the Glasgow College Region will undertake action to deliver learning opportunities which meet the above key imperatives in 2017-18.

2. Priority outcomes and impacts for 2017-18

The Scottish Government’s Post 16 Education Act restructured the Scottish college sector into 13 college regions. The purpose of this regionalisation process was to align college service delivery more closely to regional needs and the Act requires each region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. This regional outcome agreement is a key element in meeting these responsibilities and it seeks to improve regional performance across the four key outcomes set out in the following sections of this ROA. This document is also intended to support the work of the community planning partnerships which operate within the Glasgow College Region.

Outcome 1: Delivering the right learning in the right place

We will work collaboratively to better align the curriculum to economic and social needs and provide an increased range of study modes and entry and exit points for learners. In doing so, we will ensure that more residents of Glasgow and Scotland are in employment, education or training.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Total core credit target	366,827	367,494	170,595	120,279	76,620
ESF Credit Target	18,276	19,106	9,641	7,069	2,396
Total Credit Target	385,103	386,600	180,236	127,348	79,016

Key regional actions supporting this outcome will be to:

- Implement year 3 of the aims of the regional Curriculum and Estates plan.
- Continue to review curriculum alignment to the social and economic needs of the region through stakeholder engagement and an evaluation of national and local labour market intelligence, Skills Investment Plans, Regional Skills Assessments, local authority Single Outcome Agreements, economic regeneration plans and any other relevant policy, socio-demographic or environmental information.
- Review and enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities and the volume of work-based learning so that more employees are able to upskill and progress within the workplace.
- Develop and implement actions to be led by regional Curriculum Hubs which:
 - enhance regional engagement with employers/stakeholders; and
 - develop and increase opportunities for joint curriculum and sharing of practice within hub subject areas;
 - promote increased participation and innovation in STEM-related course delivery;
 - review subject level performance indicators and identification of quality enhancement actions to improve the learner experience; and
 - consider post-course progression data and identify actions to increase rates of direct progression into employment..
- Continue to review and provide appropriate levels of English language and Adult Literacies learning tuition matched to local population needs to support integration and access to employment and play a lead role in the successful delivery of tuition, including that coordinated through Community Planning Partnerships.

Outcome 2: Widening access

We will work collaboratively to increase participation from under-represented groups across all subject areas. In doing so, we will work to ensure that learning opportunities are accessible, supportive and representative.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Volume of SIMD10 Credits	107,666	111,000	44,000	37,000	30,000
Proportion of SIMD10 Credits	28.0%	28.7%	24.4%	29.1%	38.0%
Volume of FE Level Credits	207,359	216,916	79,529	85,870	51,518
Proportion of FE Level Credits	53.8%	56.1%	44.1%	67.4%	65.2%

Key regional actions supporting this outcome will be to:

- Initiate collaborative work across the region to:
 - review admissions processes to identify and reduce barriers for applicants from under-represented and priority groups, including considering implementing a system of contextualised admissions, developing a regional clearing system, a learner charter and a regionally consistent, high quality exit and progression service.
 - support the development of a system of inter-college articulation which increases progression between Glasgow colleges; and
 - enhance access to information, advice and guidance for all learners at key transition phases.
- Investigate more fully the rates of learners classing themselves as disabled and identify any barriers to participation or reasons for non-disclosure.
- Through Curriculum Hub activity, undertake collaborative work to:
 - identify any regional access issues through a review of college participation data at both regional and individual college level, including consideration of data relating to course application, enrolment, retention and achievement;
 - engage with partners to support access from priority groups such as care experienced or disabled learners;
 - promote the sharing of practice with respect to the development of college Access and Inclusion strategies; and
 - develop a shared approach to mainstreaming equality across College functions, and to conducting equality impact assessments.
- Maintain a dialogue with regional local authority education services during the period of the Regional Outcome Agreement and jointly assess with them, within resource requirements, if any greater level of college support for learners with profound and complex needs is required.

Outcome 3: Delivering high quality and efficient learning

We will work collaboratively to improve learner success and positive progression in work or further study. In doing so, we will work to ensure that learning opportunities are accessible, supportive and representative.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
FT FE % Success (all learners)	67.2%	67.5%	72.2%	66.5%	67.0%
PT FE % Success (all learners)	79.5%	80.0%	87.5%	71.0%	81.5%
FT HE % Success (all learners)	74.6%	75.0%	76.7%	75.1%	72.0%
PT HE % Success (all learners)	79.0%	80.5%	81.8%	82.5%	80.0%

	2014-15	2017-18			
FT FE % Success (SIMD10)	65.3%	65.7%	69.5%	65.7%	65.0%
PT FE % Success (SIMD10)	73.2%	74.5%	78.1%	69.3%	80.0%
FT HE % Success (SIMD10)	68.6%	69.8%	73.1%	69.3%	70.0%
PT HE % Success (SIMD10)	73.8%	78.2%	78.0%	78.9%	78.0%

	2014-15	2017-18			
No. articulating to degree	1,329	1,725	1,100	375	250

Key regional actions supporting this outcome will be to:

- Work with Education Scotland and the Scottish Funding Council and Senior Managers within the three Glasgow colleges to develop and implement the new national quality college framework and arrangements in a manner which takes account of the Glasgow College Region structure.
- Further extend articulation arrangements with universities and where appropriate, develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.
- Ensure alignment of curriculum content with degree level articulation opportunities and support transitions in this context.
- Initiate further collaborative work across the region to:
 - promote and facilitate the sharing and development of good practice across the region’s colleges
 - support the development of online teaching resources which are accessible by all Glasgow college staff and learners; and
 - develop a regional and collaborative approach to delivery of the PDA in teaching development , which allows new teaching staff to access mentors from all three colleges as a means of developing best practice within the Glasgow Region.

Outcome 4: Developing the workforce

We will work collaboratively to provide more learners with opportunities to experience work and develop employment relevant skills. In doing so, we will work to ensure that more learners develop the appropriate skills needed to get a job, keep a job or get a better job.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
No. of senior phase pupils (SCQF 5+)	348	tbc	34	tbc	350
FT % progression to work or study	97.6%	97.7%	96.8%	98.0%	98.0%
% destinations known	85.9%	87.0%	91.4%	80.0%	80.0%

Key regional actions supporting this outcome will be to:

- Initiate collaborative work across the region to support delivery of the recommendations of the Commission for Developing Scotland’s Young Workforce and:
 - strengthen partnerships and collaborative work, including with the three Glasgow Region local authorities and Regional Invest in Youth Groups, to fully meet regional demand;
 - enhance the marketing and promotion of college vocational learning opportunities;
 - extend early intervention approaches and seek to provide to all regional school pupils at least one opportunity to experience college before they make their Senior Phase subject choices;
 - align the provision of Senior Phase work experience to college vocational pathways;
 - promote a focus on STEM provision aligned to labour market needs;
 - support actions to improve gender balance and increase the impact on other protected groups; and
 - enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways.
- Identify baseline indicators for levels of work placements on all vocational courses and develop an action plan to increase these.
- Deliver an enhanced regional Foundation Apprenticeships programme.
- Continue to develop and enhance delivery of high quality Modern Apprenticeships (MAs).
- Through the Community Planning Partnership infrastructure, work with local partners to ensure college employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.
- Present a coordinated region wide bid to SDS which provides an improved approach to offering and delivering SDS Employability Fund programmes.

Annex A: Regional Context Statement

The 2016 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- it has a diverse economy, particularly as the college region includes Glasgow City, East Dunbartonshire and East Renfrewshire;
- it benefits from its central location at the hub of Scotland's transport network with easy access to jobs and markets in the central belt, although parts of the region are more rural and remote;
- it benefits from the successful transformation of the Glasgow economy to a service driven economy with a strong cultural and tourism offer and large health and education sectors; and
- whilst it is a region with considerable strengths, it is also one which faces significant challenges to reduce concentrations of low income and workless households in some areas.

The Glasgow Region RSA provides a range of evidence which suggests that the Glasgow Region economy is growing, with strong employment growth over the last five years particularly in the areas of health, education, retail and business administration and ICT. The data presented also suggests there have been significant job losses in the industrial economy, logistics and professional, scientific and technical sectors in the same time period.

The Glasgow region is forecast to experience the second highest rate of employment growth of all 13 college regions, increasing by 2.5% over the 2016-2024 period. Overall, an additional 12,200 people will be in employment. However, despite the forecast employment growth, improving productivity will become the key determining factor in increasing economic prosperity.

The Glasgow Region has a higher than average proportion of employees who work in higher level occupations (49%) and all three Local Authority areas are above the Scotland average of 42%. 26% of those in employment work part-time with the percentage fluctuating between 22% and 27% over the past 10 years. In the Glasgow Region, 6.2% are in non-permanent employment, a higher percentage than nationally (5.4%) and rising to 6.7% in Glasgow City.

In terms of population trends, the current Glasgow College Region population is estimated at 806,240 which represents 15% of the Scotland total population. Over the period 2014-2037, the regional population is expected to grow more quickly than in Scotland as a whole (+10% compared to +8%) and the working age population will also grow compared to a national fall (+2% compared to -4%). Over the longer term, the age structure of the region's population will become older, although less markedly than other areas.

The Glasgow Region is distinctive in the lower than average proportion of residents who are in employment, with only 69% (and 67% for the Glasgow City local authority area) of working age residents in employment compared to the Scottish average of 73%. The regional unemployment rate is falling but remains above Scottish (6%) and UK averages (5%) and within the region the

unemployment rate was highest in Glasgow City (9%) and lowest (4%) in East Dunbartonshire and East Renfrewshire.

In line with the above, 2016 SIMD data shows that the Glasgow City area continues to have the largest proportion across Scotland of data zones in each area which are among the most deprived, with 48% of the 20% most deprived data zones. This data shows that the level of relative deprivation in Glasgow is broadly similar in comparison with 2012, the last time this data was produced. For example, just over two-fifths (43%) of the 746 Data Zones in Glasgow are ranked in the bottom 15% most deprived neighbourhoods in Scotland, similar to the level (42%) recorded in 2012. Glasgow also continues to have the highest proportion of its neighbourhoods in the bottom 10% across Scotland, with one third of Glasgow College Region residents residing in SIMD10 datazones.

With respect to travel to work patterns, there are very high levels of out-commuting from East Dunbartonshire and East Renfrewshire to Glasgow City with only 25% and 18% respectively of residents working within their home local authority.

The Glasgow College Region workforce has become increasingly well-qualified between 2005 and 2015 with the proportion holding level 7+ qualifications increasing at a faster rate than nationally and whilst there has been a significant decrease in the proportion with no qualifications over that period, there remains a significant proportion of Glasgow residents with low/no qualifications as compared to Scotland as a whole.

In terms of employment demand within specific economic sectors, the Glasgow Region RSA highlights the following:

- Total employment (jobs) is forecast to rise by 0.4% per year over the 2016-24 period, twice the rate of 0.2% for Scotland and this equates to 17,700 additional jobs in the area by 2024.
- Administrative & support and professional, scientific & technical activities are expected to account for over half of new jobs (10,400) in the area over the 2016-24 period. The construction sector is also expected to experience significant job creation (2,700 jobs). In contrast, jobs losses are expected within manufacturing (2,600 jobs) and public administration & defence (2,800 jobs).
- Growth is expected across all occupations over the forecast period, with the exception of administrative and secretarial occupations, which is expected to see a decline (500 people). Professional (3,100 people) and elementary occupations (2,100 people) are forecast to see the biggest increases and growth is expected in associate professional and technical, caring, leisure and other service, and sales and customer service occupations (1,600 people each).
- More modest growth is also expected in managers, directors and senior officials (900 people) and process, plant and machine operatives (400 people) over 2016-2024.
- The majority of openings in Glasgow over the forecast period will require individuals with higher level qualifications, in part a reflection of the sectoral and occupational trends expected over this period. Individuals qualified to SCQF level 7 or above will account for 59% of the 216,500 openings expected to be created between 2016 and 2024. The remaining opportunities will mainly be for individuals qualified to SCQF levels 5-6, equivalent to 31% of

openings over the forecast period. There will be limited demand for those with qualifications below this level.

The recently launched, Glasgow Economic Strategy: 2016-2023, aims to make Glasgow the most productive major city economy in the UK. The strategy recognises that whilst Glasgow has been the fastest growing major city economy in the UK with a diverse business and industry base and a highly skilled population, more could be done to encourage more innovation, grow our business base, better link skills provision with the needs of the local economy and tackle longstanding health issues, the city so that the city can fully realise its potential.

Overall, the strategy concludes that while Glasgow's economic growth has been remarkable, their analysis has shown the nature of the challenge faced and that creating jobs, tackling poverty, poor health and inequalities has to be the number one priority. The strategy identifies development actions within 10 themes:

- Raising health
- Skills for all
- A fairer Glasgow
- Supporting our key sectors
- Innovation/high value employment
- Smart infrastructure investment
- Housing mix
- Supporting enterprise
- Linking education to employment opportunities
- Increasing our population

In terms of a focus on the development of specific economic sectors, the following areas of the economy are highlighted within the strategy as areas of priority growth:

- Digital Technology
- Finance and Business Services
- Creative Industries
- Low Carbon
- Health and Life Sciences
- Engineering, Design and Advanced Manufacturing
- Tourism and Events

Example actions direct relevant to college activity include delivering an in-work progression programme, piloted with the care sector, increasing the number of young people gaining qualifications in IT, working in partnership with employers, to pioneer a new approach to work experience, ensuring headteachers, parents and higher and further education institutions are informed of economic trends and opportunities, work with colleges to develop a coordinated approach to delivery of the City Deal, and joining up schools, colleges and universities to ensure Glasgow citizens have skills relevant to the local economy.

Annex B: Supporting Narrative

1. Economic Sector Volume Plans

In order to enable and support the planning of a regionally coherent curriculum which responds to economic and social needs, the Glasgow regional curriculum has been grouped into the following eight sectors:

- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Life and Chemical Sciences
- Health, Care and Education
- Land Based Industries
- Access and Inclusion (includes Special Programmes and ESOL)

Based on an extensive review of a wide range of socio-economic information, in 2014-15 the Glasgow college region developed a five-year curriculum and estates plan which set out proposals that the Glasgow College Region should make changes to the overall shares of core curriculum activity related to these economic sectors.

A review of student activity data presented in the 2015-16 ROA Self-evaluation provided evidence that the Region had broadly delivered on these curriculum and estates proposals and evidence showed that the region had:

- increased delivery volumes related to the key regional economic sectors of Administration, Financial and Business Services, Energy, Engineering, Construction and Manufacturing, Food, Drink, Tourism, Hospitality and Leisure and Health, Care and Education;
- maintained delivery levels within Land-Based Industries and Life and Chemical Sciences sectors; and
- reduced provision within Creative and Cultural Industries delivery so that it aligns more appropriately to regional employment demands.

The data for activity related to Transition and Supported learning suggested a reduction in provision greater than planned (reduced to 13% compared to a planned reduction to 14%). However, analysis suggested that significant contributory factors to this were a reduction in general education delivery which overlapped with school provision, alongside a re-categorisation of lower level transition orientated delivery, particularly in relation to computer-based learning (the latter supported by the greater than planned increase in activity for the Administration, Financial and Business Services sector).

A key focus of the work of the regional Learning and Teaching Group in session 2016-17 has been to review the regional curriculum based on the most up to date labour market, economic and

demographic information. This work has been undertaken jointly with Skills Development Scotland and overall findings of this are:

- When considering replacement demand and identified growth areas, it would seem that the current overall proportions of activity for each economic sector are broadly appropriate and that rather than set specific growth or reduction targets for each sector grouping, they should instead be regularly monitored and reported on over the three year ROA period in the context of any new socio-economic information.
- As an exception to the above, the national government commitment to increase significantly childcare entitlements is likely to require significant expansion of Early Education and Childcare provision. However, initial indications by the SFC are that this will be supported by discrete additional funding and therefore this growth should not displace existing activity.
- Regional and college level curriculum planning should continue to review and develop the curriculum in light of labour market, economic and post-course destination information to better support the employment prospects of learners, and should be reflected in commitments and actions made in college enhancement plans, access and inclusion strategies and gender action plans.

The table below sets out planned overall curriculum delivery volumes for 2017-18 within each of the economic groupings used within the Glasgow Region.

	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Administration, Financial and Business Services	79,326	50,800	18,526	10,000
Creative and Cultural Industries	58,920	28,100	19,320	11,500
Energy, Engineering, Construction and Manufacturing	76,239	35,000	19,239	22,000
Food, Drink, Tourism, Hospitality and Leisure	68,458	42,000	16,958	9,500
Health, Care and Education	38,704	9,500	19,204	10,000
Land-Based Industries	2,801	0	2,801	0
Life and Chemical Sciences	11,292	100	7,192	4,000
Transition and Supported Learning	51,344	14,736	24,108	12,500

In line with the above, the focus of regional activity for curriculum sector groupings led by the work of Regional Curriculum Hubs will be to develop and implement actions which:

- enhance regional engagement with employers/stakeholders;
- develop and increase opportunities for joint curriculum and sharing of practice within hub subject areas;
- promote increased participation and innovation in STEM-related course delivery;
- review subject level performance indicators and identification of quality enhancement actions; and

- consider post-course progression data and identify actions to increase rates of direct progression into employment..

2. Meeting the needs of young people with care experience

Glasgow is a national “hotspot” in relation to numbers of young people with care experience and many are looked after at home or in the community, which increases the likelihood that they leave school with few or no qualifications and that they do not then participate in the opportunities available nationally to all young people.

Glasgow colleges acknowledge this challenge and provide a number of targeted approaches to working with care experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and as a consequence early intervention and partnership working is key to improving outcomes for this group of young people. Specific provision for care experienced young people includes:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time pathway programme and “EVIP plus” for some of the most vulnerable and challenging young learners, which has a significant youth work-personal development element and which has a more gradual introduction to vocational study.
- Other college programmes delivered in partnership with schools, social work services and health services, provide targeted support to around 50 care experienced young people on an annual basis. It provided individually flexible programmes of personal development, including youth work activities, and vocational skills development in order to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.
- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), which works in partnership with colleges to assess and develop the independent living skills of young people being offered tenancies as well as to support their progression on to employability programmes. The colleges also work with the Care Leavers’ Employment Service, a partnership between Social Work Services, the Careers Service and colleges, which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

In addition, Glasgow's colleges participate in the national Corporate Parenting Pilot Project being led by *Who Cares? Scotland*. This involves a 12 month commitment to work with *Who Cares? Scotland*, the signing of a "Pledge to Listen", training for Board members and senior staff, the development of a Corporate Parenting plan, access to online training for 250 staff, and opportunity to share practice with other colleges and universities.

3. Meeting the needs of English for Speakers of Other Languages learners

In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of English for Speakers of Other Languages (ESOL) tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, Glasgow Region Colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment. In doing so, colleges will play a lead role in the successful delivery of ESOL tuition, including that coordinated through Community Planning Partnerships.

4. Meeting the needs of disabled learners

The table below provides an overview of Glasgow Region college learners in 2014-15 who disclosed a disability and shows that the proportion in Glasgow Colleges is slightly less than as across Scotland as a whole.

Figure 14. Number and Proportion of College Learners Classing Themselves as Disabled, 2014-15

Area	No Disability	Disabled	% Disabled
Glasgow College Region	43,689	5,729	11.6%
Scotland	201,175	29,465	12.8%

Source: SFC InFact Database

In comparison to the above, 2011 Census data for Scotland showed that 22.7% of Glasgow City's population classed themselves as having a long-term activity-limiting health problem or disability, 3% higher than the national average of 19.6%. Alongside this, data on incapacity benefit claimants shows that in Glasgow City, 12.6% of working age adults are claiming Employment Support Allowance and Incapacity Benefits, compared to a Scottish average of 8.2%.

Given the higher than average rates of residents classing themselves as disabled or incapable of work, and the lower than average rates of Glasgow college disabled learners, the Glasgow colleges will investigate more fully the rates of those classing themselves as disabled and identify any barriers to participation or reasons for non-disclosure. This will include partnership work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Services have well established arrangements with colleges and a range of specialist centres to ensure pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess with them if any greater level of college support for learners with profound and complex needs is required. Across the Glasgow colleges there is an ongoing dialogue with Glasgow Education Services to ensure provision continues to be sufficient to meet needs and there is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is also in place for those still at school who can benefit from college input.

The introduction of *Self-Directed Support* to improve social inclusion and independence for young people and adults with disabilities means that colleges should support learners with additional support needs to make informed decisions about further education. In response to this, the Glasgow colleges ensure that they provide tailored information about requirements for entry to college to allow pupils and their carers/agencies to make an informed choice with regard to available college provision and to ensure that best use is made of the resource provided by self-directed support. Colleges also promote accurate and full information about support available on courses on offer to ensure that applicants can make a fully informed choice. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support is in place prior to a place being accepted by a student with additional support for learning needs.

5. Developing the Young Workforce (DYW), Senior Phase Vocational Pathways and Foundation Apprenticeships

Developing the Young Workforce

The Developing the Young Workforce (DYW) implementation programme is a seven year long programme to deliver the policy agenda of the Scottish Government in relation to increasing the employment prospects of the young workforce.

DYW recommendations aim to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong school-college partnerships that already exist across the country.

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of this agenda. It is only through a partnership approach that we will widen the range of options available to young people and support them to make the most appropriate choices for their futures.

The Regional Outcome Agreement guidance sets specific targets for colleges in relation to delivering DYW. These themes include:

- Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners

- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate
- Further developing college outcome agreements to underpin improvements and measure progress
- Modern Apprenticeships focused on higher level skills and industry needs
- More employers engaging with education and recruiting more young people
- Advancing Equalities

Senior Phase Vocational Pathways

The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools across Glasgow, East Dunbartonshire and East Renfrewshire. An increased number of discrete programmes will be offered in 2017-18. This includes:

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Foundation Apprenticeships
- Personal Development Awards (PDA) and National Progression Awards (NPA)
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes
- Youth Access Programmes

The establishment of a Regional Invest in Youth Groups aims to increase the influence of employers in the development of vocational pathways. School-Business partnerships are now in place across the majority of the city's schools with plans to replicate in college Curriculum Hubs

The colleges have sharpened the focus on Science, Technology, Engineering and Maths (STEM) by recently launching a regional STEM strategy to support our young and emerging workforce. All three colleges have also gained UK recognised STEM Assured accreditation with NEF (The Innovation Institute) - the first STEM development by a region in the UK.

This STEM strategy commits the colleges to strengthening economic growth by ensuring our vocational programmes are fit for purpose and our emerging workforce have the technical and transferable skills required to engage effectively in a rapidly changing world of work.

Foundation Apprenticeships

Glasgow’s Colleges are committed to the delivery of Foundation Apprenticeships. The frameworks support directly the Developing Scotland’s Young Workforce (DSYW) policy and will play a major role in further strengthening the partnership between employers, colleges, schools and the Glasgow community. This commitment led to a decision being taken by the Glasgow Colleges Group in 2015 that a single regional bid would be submitted on behalf of the three Glasgow colleges to deliver Foundation Apprenticeships. The rationale for reaching this decision was to develop a coherent regional response to local authorities, schools and employer stakeholders and to provide young people with regional opportunities that are in line with regional labour market needs.

The 2016-18 Programme started in August 2016 with 78 learners recruited to seven of the nine frameworks spread across the three Glasgow Colleges. For the 2017-19 Programme two new frameworks have been added, namely Creative & Digital Media and Laboratory Skills. A recruitment target of 248 places has been set shared across the three colleges and local authority areas. The table below provides a breakdown of places to be offered for 2017-18.

Framework	Target number of learners (year 1)	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Civil Engineering	24			24
Mechanical Engineering	24	24		
Engineering Systems	24			24
ICT Hardware	24	12	12	
ICT Software	24	12	12	
Social Services – CYP	24		12	12
Social Services – Healthcare	20		20	
Financial Services	24	12	12	
Business Skills	12	12		
Creative Digital Media	36	12	12	12
Laboratory Skills	12		12	
TOTAL:	248	84	92	72

The partnership wishes to build high quality and comparable offers that are consistent, as far as possible, across Glasgow.

A Project Board, governing how the three colleges and partners work together within this single bid was formed and includes participation from the three assigned colleges, and Glasgow City, East Renfrewshire and East Dunbartonshire Councils. Further dialogue has taken place with organisations such as Glasgow Chamber of Commerce, Glasgow Economic Leadership as well as industry representative bodies to ensure that a comprehensive stakeholder engagement plan is implemented. Supporting the Project Board is a centralised Foundation Apprenticeship Team specifically tasked with overseeing the implementation and operational development of the

Programme. With regard to specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, one college will be nominated to take the lead on that framework on behalf of the partnership, and will report directly through the FA Team to the Project Board.

6. Gender and equalities

Comparison of Regional population shares and proportions of Glasgow college learners by gender show a close similarity as indicated by the table below.

Comparison of Male/Female Regional Population and Student Headcount Shares

Measure	Males	Females
Glasgow Regional Population Shares (2011)	48.2%	51.9%
Glasgow College Headcount Shares (2014-15)	51.0%	49.0%

Source: Scotland's Census and SFC In Fact Database

However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings. As an example, the table below shows subjects by superclass, with more than 100 enrolments, where 90% or more learners are of one gender.

Superclass	Total	Male	Female
Oil Gas Operations	103	100%	0%
Transport (gen)	119	100%	0%
Marine	794	98%	2%
Building Services	506	96%	4%
Engineer/Tech(gen)	635	96%	4%
Marine Transport	1,372	96%	4%
Electronic Engineering	127	96%	4%
Building & construction	303	96%	4%
Mechanical Engineering	907	95%	5%
Electrical Engineer	870	95%	5%
Civil Engineering	314	93%	7%
Built Environment (gen)	278	92%	8%
Construction (gen)	1,172	90%	10%
Dec Me Crafts/Jewellery	355	10%	90%
Dance	139	9%	91%
Hair/Personal Care Services	2,093	7%	93%
ChildCare Services	984	7%	93%

The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level, within the following KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021'. For 2017-18, the SFC have asked for all colleges to outline their key ambitions to tackle gender imbalances at a subject level within their Gender Action Plans. Within their gender action

plans, each assigned college will set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female learners within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.

7. STEM

Strategically a particular priority has been placed by the colleges on the development of STEM provision and pathways. Glasgow's colleges have worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. The colleges are also supporting the development of a Glasgow City Council Education Services STEM Academy with a hub in the new City of Glasgow College estate to support delivery throughout the region's schools and colleges. At the same time the colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university and to employment. This builds on the success of early initiatives such as the Engineering Scholarship and is being both led and supported by a range of partners and complimentary initiatives.

Supporting improved gender balance on STEM programmes through earlier engagement of young people with STEM pathways is a specific focus of regional STEM developments. Current regional curriculum review activity seeks to ensure that provision has a strong focus on labour market need and that there are clear regional pathways to employment, both directly and via higher education. This process includes establishing clear links between school-college senior phase activity and these employment pathways and again STEM provision has been prioritised for regional development. In terms of volume targets, the section above on economic sector volumes provides an indication of planned credit volumes for 2017-18 in the following STEM related economic sectors: ICT Services, Creative & Cultural Industries, Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

8. Work Experience

In September 2016, the Scottish Funding Council produced guidance on a Work Placement Standard for Colleges. This provided direction and highlighted best practice in the college sector and set the expectation that all college learners should benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy. The aim of the SFC guidance was to improve significantly and consistently the future employment prospects of all learners studying in colleges in Scotland.

In response to this guidance, Glasgow's colleges will assess the scale of work experience/work simulation in place within courses during session 2016-17 in order to identify a baseline of such activity and then determine an increase in this type of activity for different curriculum areas for future years, in line with the Commission's recommendation that all vocational courses should include a significant element of work experience. The colleges will continue to build on existing good practice across the sector, sharing knowledge and practical solutions, and working in closer partnership with employers and other stakeholders. The colleges will deliver a range of activity,

maximising opportunities for contextualised learning and practical skills development, including working with partners to align the provision of Senior Phase work experience element to college vocational pathways.

9. Employer Engagement

Glasgow Region Colleges engage with over 2,000 different employers and the colleges utilise a variety of strategic approaches and operational plans related to employer engagement. This includes work at both an individual organisational level, as well as work with regional and national groupings. The colleges are committed to maximising existing partnerships and developing new ones to provide additional opportunities and better employment outcomes for learners.

Regional Curriculum Hubs also contribute to enhancing employer engagement and developing new partnerships, including targeting key regional employers and sectors not currently engaging with the region. Two examples are the Creative Industries sector and STEM, specifically Engineering and Science sectors. In each area the Hubs are holding seminars to directly engage with employers and other key stakeholders. Additionally the Care and Life Sciences Hubs are involved in supporting the outcomes of the refreshed NHS-College Education Partnership Strategy.

A regional approach to the management and delivery of agreed learning programmes will enhance accessibility for learners and generate efficiencies in programme management. Currently, the three Glasgow colleges manage a significant volume of programmes on behalf of employers across a range of industry sectors. The colleges will continue to provide these services to employers in a manner that meets employer demand, delivering workforce development programmes and offering enhanced learning and development to individuals and employers, alongside continuing to design, develop and deliver employer led qualifications in a variety of modes to meet employer and individual needs.

Overall, the regional colleges expect modest growth in Modern Apprenticeships and the Employability Fund. The Foundation Apprenticeship numbers are planned to increase significantly, reflecting the fact that the programme is relatively new and current numbers are low.

10. Gaelic language ambitions and current provision

The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicant demand. This provision is regularly reviewed and this includes the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use their Gaelic language skills in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'.

Glasgow Regional Outcome Agreement 2017-18 Equality Impact Assessment

1. Identification and Scope

1.1 Description of the decision, policy or practice being assessed

The commitments made in the Glasgow 2017-18 Regional Outcome Agreement (ROA).

1.2 Aims of the decision, policy or practice

The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The regional outcome agreement is a key element in meeting these responsibilities and it seeks to improve regional performance across the following four key outcomes:

1. Delivering the right learning in the right place
2. Widening access
3. Delivering high quality and efficient learning
4. Developing the workforce

1.3 People affected by the decision, policy or practice

Students (both current and potential) and college staff

2. Research and Consultation

2.1 Outline evidence/research

The development of the 2017-18 ROA has been informed by a wide range of information related to stakeholder and employer needs. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's new economic strategy for 2016-2023.

The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED).

2.2 Consultation Undertaken on the Curriculum Proposals

Integral to the development of the Glasgow 2017-18 ROA, alongside extensive consultation with the three assigned colleges, has been specific consultation on curriculum planning proposals

with stakeholders including representatives from Scottish Funding Council, Skills Development Scotland, student associations, staff trades unions, and local authorities. This is in addition to other regional consultation activity related to both the development of a regional strategy for college education and consultation undertaken as part of participation in the Glasgow City Council Commission on College and Lifelong Learning.

Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

3. Research Key Findings

The 2016 Glasgow Regional Skills Assessment highlights a set of key implications for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- **Meets the needs of employers.** We should ensure that the volume and content of delivery is appropriately matched to employment demand, particularly in sectors and occupations in the regional economy where replacement demand is strong, including business services sector and financial and professional services, retail, social care/child care and tourism. It is also important that we provide skills training which meets the region's infrastructure needs and this will require adequate construction, engineering and professional skills given anticipated levels of demand arising from City Deal and other investment. Tackling gender imbalances in the sector should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen, however there remain more than 1 in 10 with no qualifications in the region, and deprivation levels have remained at a similar proportion of the Scotland total. Skills shortages are reported by employers, and more regional residents need to be helped to take up opportunities where they exist.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations – and so progression to upper skills levels needs to be engendered and facilitated. The region's colleges need to increase the supply of well qualified labour to ensure the higher level skilled base required for businesses to move up the value chain and improve productivity and competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy and there will need to be strong skills supply to sustain this transition.
- **Provides more flexible provision.** Non-permanent employment is a feature of the regional economy and more of the future jobs are expected to be part-time. Non-traditional employment also means less conventional career paths, and movement between sectors. Skills provision must be equally flexible, with work-based learning should be a feature of this.

The Glasgow 2017-18 ROA set out how the Glasgow College Region will undertake action to deliver learning opportunities which meet these key implications over the period 2017-18 to 2019-20.

4. Step 3 – Assessing the Impact

The table below suggests likely impacts which implementing the Glasgow 2017-18 ROA may have on people who share protected characteristics.

Protected Characteristic	Likely Impact
Age	<p><u>Potential Impact</u></p> <p>A number of actions within the Glasgow 2017-18 target specific age groups. Work to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce will seek to increase the number of school aged pupils studying college vocational courses and to strengthen pathways from school to college. Actions to enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities will seek to increase the number of employed learners who are likely to be older. Further, a range of actions focussed on widening access will target those furthest from the labour market which could also potentially increase the proportion of college provision provided to those aged over 25. As the majority of college learners are currently aged 16-24, increasing participation from an older age group would have a positive impact in terms of the age profile of the college region reflecting the regional population.</p>
Disability	<p><u>Positive Impact</u></p> <p>The Glasgow College Region has proportionately more residents who class themselves as disabled or incapable of work. However, the regional college population has lower than average rates of learners who class themselves as having a disability. Therefore, this ROA commits the Glasgow colleges to investigating more fully the rates of those classing themselves as disabled and identifying any barriers to participation or reasons for non-disclosure. This will include partnership work with Community Planning Partnerships and disability support agencies. Glasgow Colleges will also maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess with them if any greater level of college support for students with profound and complex needs is required.</p>
Gender	<p><u>Positive Impact</u></p> <p>The Glasgow 2017-18 ROA notes the commitment of the three assigned colleges to outline their key ambitions to tackle gender imbalances at a subject level within a Gender Action Plans. These will set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female students within completion by subject and outline the outcomes</p>

	they hope to achieve in addressing the imbalance.
Gender reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage and Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy and Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial group	<u>Positive Impact</u> In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Region colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment, including that coordinated through Community Planning Partnerships.
Religion or belief	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Sexual orientation	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Deprivation	<u>Positive Impact</u> A number of aims and actions within the ROA seek to widen access to education for people from the widest range of backgrounds. In particular, Outcome 2: Widening access sets out how the region's colleges will work collaboratively to increase participation from under-represented groups across all subject areas, ensuring that learning opportunities are accessible, supportive and representative.

5. Action to Remove or Minimise Any Actual or Potential Negative Impacts Identified

No negative impacts on protected characteristic groups are identified.

6. Monitoring and Evaluation

The Glasgow 2017-18 ROA results from an ongoing review of the regional curriculum based on the most up to date labour market, economic and demographic information. Therefore, refinements will be made annually as appropriate to ensure a continued best fit of the curriculum to employment opportunities within the Glasgow region. This joint curriculum planning activity will take place within Regional Outcome Agreement development and delivery arrangements and within this activity participation rates for protected characteristic groups will continue to be monitored and reviewed.

7. Evaluation Outcome

Glasgow's colleges should proceed to implement the Glasgow 2017-18 ROA, including the actions outlined in Section 4 above to better advance equality.

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